**The Impact of Applying Authentic Resources for the Improvement of Students'
Communicative Competence in an EFL Class**

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Sworn Declaration

Abstract

Activities such as reading the newspaper, buying items on a website, watching videos or movies, etc. are activities that people do in their daily. However, apart from being used to report this type of activities, this type of material can be also used in an EFL class because it allows students to learn in a more realistic context. For this reason, the main objective of this research is to develop student's communicative competence through the use of authentic resources at Colegio Nocturno Ciudad Neily in a EFL class. By means of questionnaires, interviews, and observations the data were gathered taking into account the qualitative method. This investigation tried to prove that the use of authentic materials helps to improve the communicative competence of the students. However, the results obtained show less improvement in the communicative ability of the students than expected, this happened mainly due to the lack of vocabulary that the students had and the little time that was available for the development of the classes.

Acknowledgements

Dedicatory

First of all, I have to thank God for His blessings and wisdom that has given me. "I can do all this through him who gives me strength." I want to thank all my professors for teaching me, correcting me, for being patient with me and for helping me to become a professional. All my professors were a real example to follow. Finally, my family has been an important support during these years. I want to dedicate this case study to my mother, who has been my heroine and my greatest inspiration. Her life has been a constant struggle; however, she showed me that with perseverance and with the help of God, everything is possible.

-Kevin Andrey Cerdas Jiménez

First, I thank God for the opportunity to continue learning every day and grow as a human being; I am very grateful to have had the opportunity to go through this process that has left me both academic and personal lessons. I am fortunate to have always had the support of my parents, who are the main reason I want to improve myself every day. I am grateful to have had the help of professors and classmates who were always very supportive, and to my partner in this case study that we developed together. I thank each of the professors who took the love for teaching and have made their effort to sow knowledge in me, especially professor Ingrid who has been the main person in charge of this research process. Also, I feel grateful to the institution, teachers, and students of the school for letting us carry out this project at their institution.

-Nicole Rojas Vargas

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CHAPTER I

INTRODUCTION

1.1 Introduction

The way of learning a second language has been changing over the years. As a result of these changes in the teaching techniques, the objectives set by the institutions have also changed. Previously, students used to be taught in an authoritarian manner in which people considered learners a type of "empty box" that should be filled with knowledge by their educators. However, nowadays, the classes are student-centered and the teacher is a guider for learning the language. In spite of this, many educators do not fulfill their function of facilitator in the most correct way, and for this reason the speaking skill of the student may not be developing in the expected way. Some students may feel ashamed to speak in a language different from their native language. Therefore, one of the techniques to help students feel motivated and forget the embarrassment they feel when speaking in the foreign language is through the implementation of authentic materials in the classroom.

The use of authentic materials in an EFL classroom and the effectiveness when learning a foreign language teaching have been discussed in recent years. It is common to hear comments about the importance of being authentic when learning a language because the expected proficiency of the language depends on how close to the real word of a native speaker the learners are. The main advantages of using authentic materials are that they have a positive effect on learner motivation, they provide authentic cultural information and exposure to real language, they relate more closely to learners' needs, and they support a more creative approach to teaching. (Philips and Shettlesworth 1978; Clarke 1989; Peacock 1997, cited in Richards, 2001). We can claim that learners are being exposed to real language and they feel that they are learning the 'real' language.

Developing communicative competence in a second language is not about being able to speak free from errors but also in suitable ways according to the situation. This means that in order to be communicatively competent, the student must develop the ability of using the second language to communicate in a successful way. One of the most expected skills when studying English is the ability to communicate in the language and carry a real-life conversation with a receiver. Notwithstanding that communicative competence is one of the main objectives established in the curriculum

of MEP, many students still cannot develop their oral skill properly. In order to develop the oral ability of the students, it is proposed to implement authentic resources that encourage learners to develop their oral skill in a more enjoyable way.

1.2 Rationale

The main reason for developing this research is that teachers value the importance of implementing innovative and real-life contexts in their lessons. Nowadays, English is the most important language to learn. Many jobs require to know a second language and English is the most solicited. Moreover, even though the country is not bilingual; there are many touristic areas where English native speakers interact with Costa Rican people; however, those touristic places are not everywhere; they are mostly located on the coasts. Considering all these aspects, it is a fact that people who learn English in Costa Rica will not find many English speakers outside the classroom, which means that students will not use the language constantly. If students contextualize their daily life through authentic materials, they will improve not only their knowledge about the language but also their competence.

1.3 Purpose

Teaching English involves different aspects that are required to achieve successful teaching of the language for teachers and learning the language for the students. One of the key aspects is keeping updated with resources for an effective learning process. As society changes and technology advances every day, it is necessary for the education system to improve its curriculum, the syllabus, methodologies, approaches, and techniques. All these aspects are part of the teacher's profile because they are the ones who have direct contact with students, and they are also part of society. Considering this, it is important for a teacher to evaluate the classroom environment and the students' needs. On the other hand, a teacher must find creative and innovative realia with the purpose of keeping students' attention and improve their learning and prompt their skills. Also, it is better to consider the students' interests because they feel motivated.

An important tool that teachers use every day is the didactic resources, which consist of books, audios, and other materials exclusively designed for teaching. These

resources are non-authentic, and they are very useful most of the time; however, they must be selected cleverly for an effective teaching and learning process. Fortunately, teachers can adapt, modify or create new materials from sources that are not necessarily made for teaching purposes. These resources are called authentic materials, and some examples are songs, newspapers, magazines, social media, video games, a restaurant menu, an informative brochure, an advertisement and many other resources that can be used as an alternative to teach in a creative and innovative way. Harmer (1991) defines authentic texts as materials that are designed for native speakers; they are real text; designed not for language students, but for the speakers of the language. (As cited in Matsuta, n.d., para. 1). This shows that authentic materials are not made for academic purposes; however, one of the purposes of this research is to know if these kinds of materials can be a useful tool for teachers in order to improve their communicative competence.

The use of authentic material allows teachers to contextualize the resources according to the culture of the country, the vocabulary used there, and the necessities. Moreover, in Costa Rica, the Ministry of Public Education (MEP) has changed its approach from the communicative to the action oriented. Both approaches focus on communicative skills; nonetheless, the action-oriented approach considers a student as a social agent and use tasks with the purpose of creating a social and communicative environment. The use of authentic materials can help positively in the creation of real-life situations according to the culture and other aspects previously mentioned. That is why the purpose of this qualitative research is to describe the learning of students in an EFL class by using authentic resources.

1.3.1 General Objective:
- To develop student's communicative competence through the use of authentic resources in EFL classes.

1.3.2 Specific Objectives:
- To identify the student's prior communicative skill level through the application of a test.
- To implement authentic resources to develop the students' speaking skill in an amusing class environment.

● To compare the student's communicative skill level after implementing authentic resources through the application of a test.

1.3.3 Research Questions:

● How do the students' communicative skill level is at the beginning of the research?

● How do the students behave while using authentic material based on their interests?

● How do the students' communicative skills improve when using authentic resources?

1.4 Hypothesis

Through the use of authentic materials, the students of EFL classes improve their communicative competence.

CHAPTER II

LITERATURE REVIEW

2. Literature Review

　　To be able to communicate with others is the main goal that most people have when learning a second language. Due to the importance of reaching this goal, the issue of communicative competence has been a subject studied by different linguists and experts in language teaching. After the intervention of the topic of communication in the 60s, the authors of approaches such as communicative language have related the success of this through the use of authentic materials for the correct development and maximum achievement. Additionally, this chapter analyses different research related to the implementation of authentic materials for the improvement of communicative competence in the following aspects: authentic materials and the benefits, communicative approach, and ways to develop and improve communicative competence.

2.1. Authentic materials

　　The issue of authenticity has been discussed by linguistics since previous decades. Henry Sweet was one of the first authors to publish information regarding the use of authentic texts. Sweet (1899) declared that "the great advantage of natural, idiomatic texts over artificial 'methods' or 'styles' is that they do justice to every feature of the language" (p. 177). This linguist claimed that when students learn a language by using authentic text they are able to learn the real language. On the contrary, when students are exposed to artificial systems the author affirmed that the non-authentic materials, "…tend to cause incessant repetition of certain grammatical constructions, certain elements of the vocabulary, certain combinations of words to the almost total exclusion of others which are equally, or perhaps even more, essential" (1899, p. 177). Sweet conceded that contrived materials do not improve students' knowledge regarding cultural contexts such as idioms or abstract meanings. When the learners are exposed to an authentic text they do not only learn about grammar or vocabulary but also about the real meaning of sentences.

　　In order to comprehend the advantages of using authentic materials, the definition of authenticity must be established. Depending on the authors the word authenticity may have different meanings; however, authenticity in language learning is the studied in this research. Gilmore (2007, as cited in Will. 2017, p. 17) mentioned eight different delineations for authenticity in EFL:

(i) the language produced by native speakers for native speakers in a particular language community (Porter & Roberts 1981; Little, Devitt & Singleton 19894);

(ii) the language produced by a real speaker/writer for a real audience, conveying a real message (Morrow 1977; Porter & Roberts 1981; Swaffar 1985; Nunan 1988/9; Benson & Voller 1997);

(iii) the qualities bestowed on a text by the receiver, in that it is not seen as something inherent in a text itself, but is imparted on it by the reader/listener (Widdowson 1978/9; Breen 1985);

(iv) the interaction between students and teachers and is a 'personal process of engagement' (van Lier 1996: 128);

(v) the types of task chosen (Breen 1985; Bachman 1991; van Lier 1996; Benson & Voller 1997; Lewkowicz 2000; Guariento & Morley 2001);

(vi) the social situation of the classroom (Breen 1985; Arnold 1991; Lee 1995; Guariento & Morley 2001; Rost 2002);

(vii) assessment (Bachman 1991; Bachman & Palmer 1996; Lewkowicz 2000);

(viii) culture, and the ability to behave or think like a target language group in order to be recognized and validated by them (Kramsch 1998)

After reading each of these definitions, the idea of authenticity is now clear. Likewise, Pinner (2016) presented all these definitions in a diagram version in which the author summarized them into the words: real, self, classroom, task, social, assessment, and culture. Nevertheless, it can be difficult to understand the issue of authenticity in teaching as a whole because despite of having the language in common, some definitions refer to cultural aspects while others refer to assessment which means they can be ambivalent. For this reason, it is key to mention the meaning that authenticity has in the classroom. Pinner (2016) stated that a problem regarding the issue of authenticity related to English language learning subsists because it is a language that is spoken around the world. Many non-native speakers have a type of prejudice while the native speakers are given a type of privilege. This causes language learners to recriminate themselves for not having the same "ability" in the language.

Furthermore, using authentic materials extent beyond implementing materials made for native people in the classroom. Tomlinson and Masuhara declared that (2010,

as cited in Pinner, p. 73) "authentic materials are designed not to transmit declarative knowledge about the target language but rather to provide an experience of the language in use". By providing students with authentic materials they can experience first-hand different experiences due to language they are learning. "Authenticity is not some inherent linguistic trait; it is about creating something which fits that particular situation. Something that is authentic, I think, should be inherently interesting for both the teacher and the students" (Pinner, 2016, p. 74). Teachers may believe that a material has the quality to be efficient for the development of good a topic; However, this material may work for a specific group of students while for other learners the material may not. For this reason, teacher must give importance to the authenticity that the materials implemented in the classroom require to have. Teachers must think not only in the materials they will take to support their classes, but also think in the group of people with whom the development of these classes will take place, and this is what makes a material truly authentic.

2.1.1. Benefits of using authentic materials in an English Class

Teachers who properly implement authentic materials with their students expose them to different benefits. In addition, Heitler (2005) listed some advantages in which the author explained that one of them is when learners are exposed to business English and students feel motivated because most of them will face scenarios related to this field. Also, periodicals are materials that are constantly updated, this is the reason the students feel interested in the topics presented in these materials because apart from serving to practice the language they also function as an information instrument. To generate motivation in students, the use of authentic materials must be considered indispensable. In the same way, a research about using authentic material as a motivational tool in EFL demonstrated that the materials "provide students with an element of surprise and the opportunity to experience some 'real' examples of English in action, which helps freshen up the classroom and in turn encourage motivation" (Graham, 2012, p. 101). When students learn through the use of these materials, they feel more encouraged to learn the language because these types of materials allow them to develop their linguistic skills in a more genuine environment.

2.2. Communicative approach

Communicative approach or communicative language teaching (CLT) is an approach that highlights interaction. Before the emergence of CLT, the students learned the language by "practicing basic structures in meaningful situation-based activities." But just as the linguistic theory underlying Audiolingualism was rejected in the United States in the mid-1960s, British applied linguists began to call into question the theoretical assumptions underlying Situational Language Teaching" (Richards and Rodgers, 1986, p. 64). The linguist Chomsky insisted that structural theory did not work for learning individuality of the sentences. "CLT is a language teaching approach characterized by a set of theories and beliefs about the nature of language, which is its core value in learning a language. In addition, it comprises a set of principles for teaching a language" (Xu, 2015, p. 72). The goal of the CLT for the learners is to be able to learn to communicate in the language. For this reason, only grammatical structures or repetitions of these is not the priority because it is pursued that the students be able to understand what the authors wish to convey in the texts. In order to teach by using the CLT approach the Nunan (1991, as cited in Xu, 2015, p. 73). Confirmed a set of principles for this approach:

1) An emphasis on learning to communicate through interaction in the target language;

2) The introduction of authentic texts into the learning situation;

3) The provision of opportunities for learners to focus, not only on language but also on the learning process itself;

4) An enhancement of the learner's own personal experiences as important contributing elements to classroom learning;

5) An attempt to link classroom language learning with language activities outside the classroom

The linguist's proposition in these principles is the use of authentic material that helps the student develop their linguistic skills in a genuine way.

2.3. Developing Communicative Competence

When learning a new language, there are many goals that need to be reached in order to be linguistically competent. First, competence goes beyond knowledge because it has to do with being able to apply all the knowledge in an appropriate way.

For this, Chomsky (1965) explained that linguistic competence accounts for the implicit knowledge of grammar an ideal speaker and listener has in a homogenous speech community (ideal speaker-listener), whereas linguistic performance refers to the current use of that grammar knowledge in specific situations (p. 6). Communicative competence is the aspect of competence that enables the individuals to convey and interpret messages and negotiate meanings interpersonally within a specific framework. It is important for the individuals to learn, how to make use of language within the socio-cultural environment. The components of communicative competence have been stated as follows: (Khieder, 2013).

(i)   Grammatical Competence: Grammatical competence incorporates knowledge of lexical items and rules of morphology, syntax, sentence grammar, semantics and phonology. In other words, the ability of the students to understand in an accurate manner, organized logical words and statements.

(ii)   Socio-linguistic Competence: It helps the speakers to be contextually proper. This means to use socio-cultural messages in important and meaningful ways. This competence enables the individuals to make use of the socio-cultural messages in essential areas.

(iii)   Discourse Competence: Discourse competence is the capability to link sentences and to form important whole out of a series of utterances. In other words, the speaker's ability to shape and communicate knowingly is done using consistency and rationality.

(iv)   Strategic Competence: Strategic competence is, how to manage in an accurate communicative situation and how to keep the communicative channel open, in other words, this competence helps in facilitating the learners' ability to improve upon the efficacy of the communication process.

2. 4. The Use of Authentic Materials for Communicative Competence

One aspect that affects the way students communicate in a classroom is the kind of material that teachers provide. As an example, a study developed in Colombia by Salazar (2015) with students of level three at "Cursos Libres" (Free courses). This research focused specifically on describing how the materials and the methodology

implemented by the teacher contributed to the development of the students' Communicative Competence. In this study, Bachman's (1990) definition of communicative competence is adopted. It is described as the knowledge of language components and as the acquisition or performance of two types of abilities, that is, organizational competence and pragmatic competence. The organizational competence is concerned with the ability to control the structure of language (grammatical competence) along with the knowledge of the conventions for joining utterances to form a text, according to rules of cohesion and rhetorical organization (textual competence). For the methodology, the study was developed through observation, analysis, and descriptions because it is evidenced mainly through the oral and written production of students.

In relation to the teacher's implemented methodology, the teacher's limited scope of communicative competence neglected, to some extent, the pragmatic, sociolinguistic, strategic and interactional components of the construct. His beliefs clearly defined his own construct of communicative competence and his teaching method. After a context less presentation of a grammar phenomenon, he provided limited opportunities for students to work on its use in communicative situations. The opportunities for interaction proposed by the teacher were limited and unreal. He asked students to communicate without a real information gap since students knew what information was missing or required. For the development of strategic competence, the teacher did not really provide solid information for students to cope with communication problems. He just centered on how to keep on speaking as a kind of monologue. The opportunity he provided to the students did not really target or pretend to work on developing any "general ability" for them to use other possible abilities when they carried out tasks (Bachman, 1991).

In addition, the sample of a study consisted of forty-five undergraduate students at University of Anbar, during the first semester of the academic year 2015/2016 the results revealed that all of the teachers had positive attitudes toward providing authentic input in their classes, regardless of their nationality, teaching experience, and academic degree. By the same token, authentic materials were found to be a good tool for creating a motivational environment. Using authentic materials in teaching the

communicative aspects of language and in teaching English language is one of the best opportunities for language learners to interact and develop their learning and the communicative aspects of language outside/inside classrooms whenever and wherever they desire" (Nadhim, 2005, p. 12). "Authentic materials helped learners' outcomes, that was because of their motivational and developed features, easiness, and new method of teaching and learning. This new orientation created a motivated and healthy atmosphere which in terns helped students to study freely, without fear and hesitation, and they could get rid of their shines" (Nadhim, 2005, p. 13).

Another investigation made use of diagnostic tests in order to determine the effectiveness of authentic materials. The main purpose was to analyze the extent to which the use of authentic materials and tasks contributes to the enhancement of the communicative competence on an A2 level English course. A mixed study composed of a quasi-experimental and a descriptive-qualitative research design was implemented by means of a pre-test, a post-test, observations, semi-structured interviews, surveys, and diaries. The findings showed that the use of authentic materials and tasks, within the framework of a pedagogical project, had an impact on students' communicative competence progress and on the teaching practices of the experimental group teacher. Based on experiences throughout the course, the experimental group teacher recognized that authentic materials played an important role in the enrichment of the students' vocabulary range, and in increasing their cultural awareness and level of attention. However, the teacher also highlighted the need for teachers in general to develop expertise in the implementation of authentic materials as there are possible "drawbacks" such as inefficient time management, overlapping of learning objectives, and wrong selection of materials whilst using them in class. In order to facilitate this process, it is suggested one follow a very well-structured plan or framework which prevents teachers from using authentic materials in an isolated way or just as "fillers."

Furthermore, the improved classroom environment motivated the teacher not to focus solely on the due completion of the school curriculum, but to enrich their teaching practices with communicative activities. There was evidence that the materials implemented in class helped students use the target language in a communicative manner because they read and exchanged real-life information. Both the materials and

proposed activities encouraged students to find information about their own culture and use the target language to answer questions and talk about foreign and national places, customs, and traditions. However, a few of the students seemed to be confused and overwhelmed about the input they received and the tasks they were asked to complete. This last fact seems to suggest that the linguistic richness of authentic materials resulted in higher degrees of language complexity for learners, which is one of the controversial issues brought up by the supporters and critics of the role of authentic materials in language learning.

After analyzing the different definitions for authentic materials, the main components of communicative competence, the approaches of communicative learning and all the studies that were developed in different countries, the researchers decided to follow these investigations as recommendations and as a guideline. In the case of the authentic materials, the research will focus on observations and interviews with the teacher because it is the most effective way of describing the problem. Also, the use of diagnostic tests will help the researchers to evaluate the process and the effectiveness of authentic materials with the purpose of improving communicative competence. All the methodologies were very helpful; however, the population was not adolescents, which may differ from these studies in our future results. Also, the fact that the researchers were developed in non-native countries gave a real perspective of how difficult to learn a language appropriately is.

CHAPTER III

DESIGN AND METHOD

The following chapter is based on the different aspects regarding the methodology that is going to be developed in order to achieve a successful investigation. Any kind of investigation requires a methodology that will allow the researchers to find the answers they are looking for. In this qualitative investigation, this methodology aims to answer the questions mentioned in chapter one regarding the use of authentic materials to improve communicative competence in Colegio Nocturno Ciudad Neily.

3.1 Research Method

In order to develop this qualitative research method we used the method called purposeful sampling, which is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton, 2002). This method helped the researchers gather information from the group selected of Colegio Nocturno Ciudad Neily. The method also involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Cresswell & Plano Clark, 2011). This method helped the researchers because in this way they could observe and experience the group selected and the student's behavior when they use authentic materials.

3.2 Type of Approach

Any kind of investigation requires a specific method to get the expected results during the investigation. There are different kinds of research. The common ones are qualitative, quantitative and mixed. This investigation is based on a qualitative approach. According to Rahl (2017) ''This approach assumes a single person represents the group feelings and emotions of a person are equally important to interpret which are ignored by the quantitative method.'' (p. 2). This can be explained as a kind of investigation which looks for interpretations to create a theory about something in specific. In this investigation, this approach is developed for a particular case of study. Flyvbjerg (2011) mentions in his book that a case study is ''the detailed examination of a single example of a class of phenomena, a case study cannot provide reliable information about the broader class, but it may be useful in the preliminary stages of an investigation since it provides hypotheses, which may be tested systematically with a larger number of cases'' (p. 301). As stated in this quote, a case

study comprehends a data collection from a specific sample and not one from a broad one. In the next sections of this chapter, the different aspects that this case of study has will be explained deeper.

3.3 Context

Context is one of the most important factors to take into account when developing the methodology. In this section, it is described the institution chosen to carry out the study, the participants, the delimitations, and the community. The purpose of this is to know the environment where the whole research is developed.

3.3.1 Institution

Colegio Nocturno Ciudad Neily is a night high school that was founded in 1979 because of the high student population that graduated from Escuela Lic. Alberto Echandi Montero. Mr. Norton Hodgson Hodgson was the first principal of the high school. In 1980, with the help of the administrative board, the community and its principal Carmen Maroto, the construction of the location of the night school was developed. According to MEP, night high schools are educational institutions that allow equitable access to the Costa Rican educational system, to young people and adults who, for various reasons, did not have the opportunity or have not completed the Third Cycle of Basic General Education or the Cycle Diversified, and want to complete it. This high school is located in Ciudad Neily, Corredor, Corredores. Its population is 622 students who come from urban and rural areas. The high school receives students from different communities such as La Cuesta, Laurel, Paso Canoas, and Río Claro.

The institution has 9 people from the administrative department and 44 teachers, 7 of whom are English teachers. Also, the high school is composed of 23 classrooms (6 English Classrooms), which have appropriate illumination and space. These classrooms count on technological resources; the high school has projectors, speakers, and a new incorporation of a project from Omar Dengo, which provided the high school with a mobile-lab (Movilab) that consist of a kind of mini car that transports laptops with wi-fi connection. This lab is new, and it has not been used yet, but the idea is to facilitate the learning of the institution and English classes will be beneficiated. In addition, there is a library and a computer lab that help students with their learning.

3.3.2 Participants

The research is focused on the way that students behave when using authentic materials; however, the teacher was also interviewed with the purpose of knowing what he thinks about the use of authentic materials and how he has implemented them in the class. The students selected for the researchers are seventh graders from the 7-4 whose ages range from 15 to 35 years old. The students are from different places such as La Fortuna, Río Nuevo Abrojo, El Carmen, and Paso Canoas. There was only a total of 14 students who complete a questionnaire because the scholar agenda was concluding. Many participants must work during the day, which may determine the results of the instruments. There are students who do not have enough time to study, they too far, or they have not learned English from school.

3.3.3 Delimitations

This present study also has some limitations due to the students and the context where they are. First, some students have difficulties to communicate in English; they don't feel comfortable to speak in the target language because of their lack of vocabulary, pronunciation, and lack of confidence. Also, some students have not learned English at school, which means that they have not had any experience with the language before. Finally, the fact that the institution is a night school means that there are some students who must work during the day and they can go to class tired, which is a challenge to keep them motivated.

3.3.4 Community

The institution Colegio Nocturno Ciudad Neily is located in the Corredores canton of Puntarenas, Coto education region. The mission of the institution is to provide an environment of quality, equity, commitment and responsibility to form human beings committed, self-sufficient and comprehensible with a perspective of a technological and a globalized world, where education is a powerful and professional too. On the other hand, the vision of the high school is to ensure a quality service for a population of young people and adults whit academic training of integral excellence providing academic tools at the same time; the basis of inclusion in a globalized environment and labor competence.

3.4 Diagnosis of the Problem

Developing a class is a challenge and there are many factors that warrant it. To achieve a good class with communicative competence it is important to work in an appropriate environment, in a whole English language class, appropriate and in a dynamic class with activities that allow students to develop real-life situations. For these reasons, the researchers developed a diagnosis that allows them to realize the limitations that students may have.

3.4.2 Instruments

To gather information for analysis and evaluation in this investigation, it was necessary to administer precise instruments that provided the requested data. In this study, the instruments play a valuable role in supporting data collection procedures so that researchers can perceive attitudes, aptitudes, behaviors, and performance development of the participant during the learning process. To obtain relevant information, the instruments include the perspective of the participant, the teacher, and classmates. Additionally, the instruments were administered in Ciudad Neily Night School, to a student in section 7-4. Initially, the instruments were designed for the participating student, but the criteria of the teacher and the other classmates were also considered. The objective of the data collection was to provide reliable and valuable results.

3.4.2.1 Diagnostic Test

A diagnostic test was administered in order to know the student's communicative competence level. Testing language has traditionally taken the form of testing knowledge about language, usually the testing of knowledge of vocabulary and grammar. However, there is much more to be able to use language than knowledge about it. According to S. Kitao and K, Kitao (1996) "communicative language tests are intended to be a measure of how the testees can use language in real-life situations. In testing productive skills, the emphasis is placed on appropriateness rather than on the ability to form grammatically correct sentences".

3.4.2.2 Questionnaire

A questionnaire is essentially a structured technique for collecting primary data. It is generally a series of written questions for which the respondents have to provide the answers (Bell 1999). The questionnaire used by the researchers is based on Quick

MBA (Questionnaire Design 2002), and the three major question-types were used. First, the open-end, that has the advantage of offering a wide range of responses that help to capture the flavor of people's answers, while not influencing the outcome of the question by pre-determining possible responses. On the downside, answers are often difficult to evaluate and tend to vary in clarity and depth. Also, the dichotomous (closed-ended), which are used for questions with two possible opposing outcomes, for example, 'Yes' and 'No'. Finally, the multichotomies (closed-ended), that offer a range of possible answers, similar to a multiple-choice test.

3.4.2.3 Focused Observation

Focused observations allow the researchers to create a perspective of the student's reality in the regular environment within the class. The use of this instrument was important for the research because it provided the researchers the real behavior of the students when developing authentic materials, the use of the target language in the class, and the environment of the class.

2.4.2.4 Interview

For this research, an interview with the teacher was carried out. The purpose of using this instrument was because it is necessary to know the perspective of the teacher, who is the one that is in contact with the students. According to Dörnyei (2007) interviewing is 'a natural and socially acceptable' way of collecting data as it can be used in various situations covering a variety of topics. In line with this, as recommended by various researchers (e.g. Bell, 1987; Kvale, 1996; Berg, 2007), interviewing should be adopted as a tool for social research as it facilitates obtaining 'direct' explanations for human actions through a comprehensive speech interaction.

3.4.3 Diagnostic Data Analysis

After having applied the instruments, this section shows the results of the different data collection procedures. All the information presented is explained with details and with some graphics and rubrics in order to simplify the several answers. The deep analysis will be shown in the findings and analysis section; however, in this part, the results are explained in a general way.

Observations

> **Universidad Latina**
> **Sede Ciudad Neily**
> **Carrera: Licenciatura en Enseñanza del inglés**
> **Observación a la Clase**
> **Colegio Nocturno Ciudad Neily**
> **Séptimo Nivel**
> **Profesor Colaborador:** Jonathan Chamorro
> **Investigadores:** Nicole Rojas y Kevin Cerdas Jiménez
> **Tema de investigación:** El Impacto de Utilizar Materiales Auténticos para la Mejora de la Competencia Comunicativa de los Estudiantes en clases de inglés como Idioma Extranjero
> **Fecha:** _____

Objective: The objective of this observation is to gather information about the effects of the implementation of authentic materials in English class the information gathered will be used for academic purposes.

Categories	Notes
Use of authentic materials	The students worked with a worksheet and it was a practice for a test. The students developed activity in which they described an especial object that they have at home. It is a real-life activity. Students practiced reading and writing activities only. The teacher used the whiteboard to write unknown words and to clarify student's doubts He translated some words or phrases because a student asks her to translate even when the teacher told her to ask in English.

	In the second observation the teacher asked the students to finish their worksheet in pairs. There was no warm-up or icebreaker to start the class.
Relationship between the materials used and the student's real-life situations	There was no use of authentic materials. The students worked with worksheets. However, there was a real-life activity, but it is not possible to make the relationship between of the real-life situations and materials.
Communicative Competence	The teacher tries to encourage students to speak in English. However, they seem to feel a little uncomfortable, probably because of the lack of vocabulary, which may be normal because of the level of students (seventh grade).
Environment of the class	The class is a little noisy, but they keep working. A reason of the noisy maybe because they worked in groups. Some students try to work with others because they did not understand, or they did not want to do it. The environment is quiet while they worked in the practice. In general terms, students get alone very well, which help them to feel more comfortable.
Students attitude towards the development of authentic materials	There was no use of authentic materials, which is not possible to analyze this point.
Students attitude towards the absence of authentic materials	It seemed that most of the students worked well and finished the practice.

	The students felt nervous to go in front of the class to read the text about the real-life situation aloud. The learners wanted to go with a sheet of paper with some notes because they thought that they were going to forget the information.

Questionnaire

One of the purposes of the questionnaire was to determine the activities that students feel more motivated to develop in class and the ones that they feel not motivated. The way in which the students classified the activities was trough number the options that the questionnaire had: songs, videos, readings, texts, oral presentations, role-plays and games. First, the students classified the activities they like the most. According to the answers of the 15 students, 5 of them chose songs as their favorite activity, followed by 4 students who preferred games. Finally, none of the students chose role-plays as their favorite activity. On the other hand, the activities in which students feel less motivated were oral presentations and readings; however, the students chose different activities like the ones they dislike. The activity the students does not feel less motivated was texts; nonetheless, 3 students chose readings as their less favorite.

After the students complete the categorization of the activities, in the questionnaire they were asked to justify why they choose the activity, they feel more motivated and less motivated. The answers for the preferred activity were because of fun, entertainment, and that the activity helps them to understand the topic of the class in a better and easier way. Contrary, the reasons why students chose the less favorite activity were because they feel shyness (scenic panic), nerves to pronounce a word, difficulties to perform the activity, lack of understanding due to the vocabulary, don't like reading, writing, or they are no familiar with games.
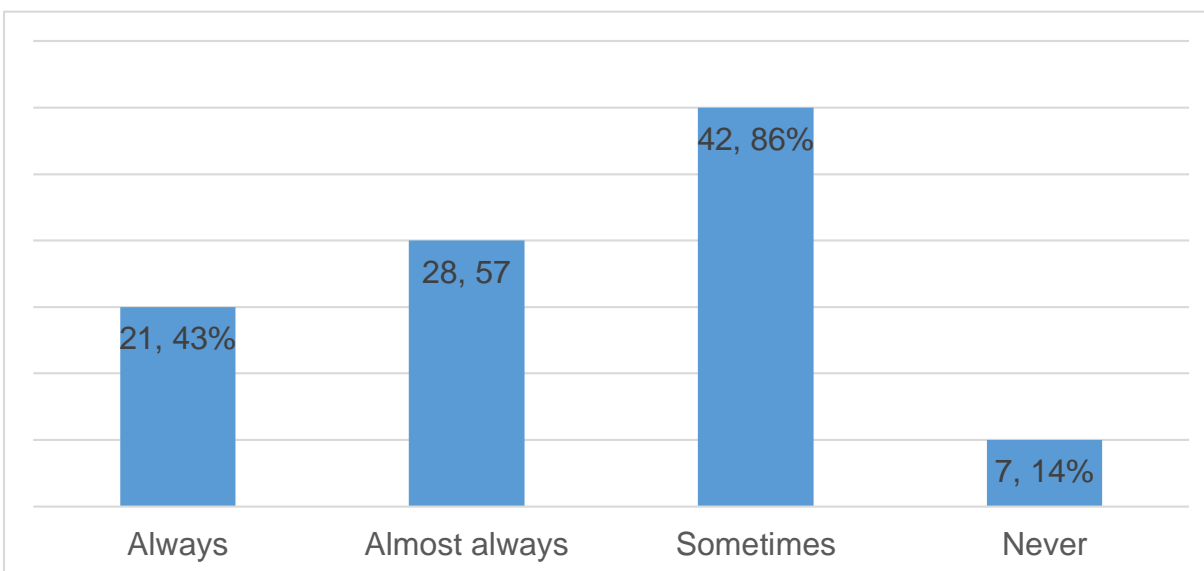

Figure 1. Development of the Class Regarding the Student's Preferences. Results obtained from a questionnaire answered by the students.

This graph shows the development of the class regarding to the student's preferences. In this study, the researchers highlight the relationship between authentic materials and real-life situations. When one talks about likes and preferences it is possible to develop a class contextualized. Taking into account the students' preferences may motivate students and make the class interesting to them. Most of the students mentioned that their likes are included in class sometimes. The rest of the students said that almost always and only one student said that the preferences are not considered in class. Another question asked in the questionnaire was related to the student's opinion about the importance of developing real-life activities to improve language communication. Most of the students said that they think these kinds of

activities are helpful to improve communication in the class; however, three students concluded that they are no important.

The questionnaire asked two questions that helped the researchers to know how much the development of the student's communicative competence in the class is. The first question was about the communicative environment in the class. Most of the students said that the class is more bilingual rather than in the target language or in the mother language. The students mentioned that predominant language is English, but they use a lot of Spanish too. None of the students stated that the class is only developed in English.
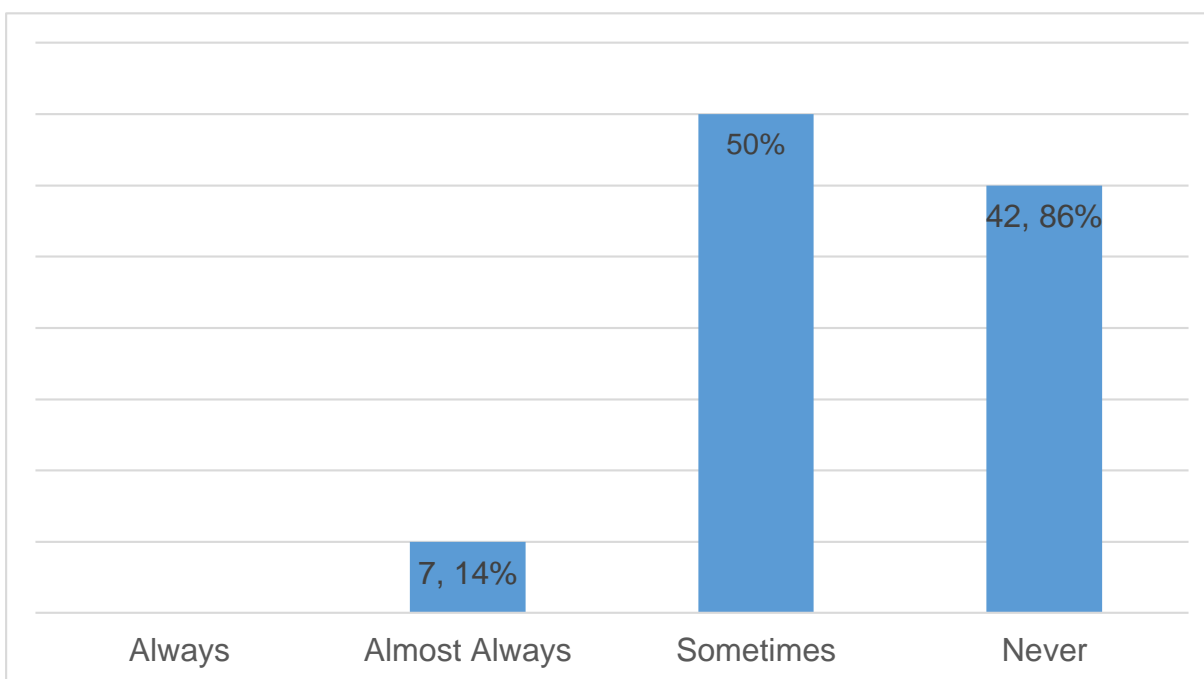

Figure 2. Use of English in class. Results obtained from a questionnaire answered by the students.

The level of communicative competence depends on how much the learner is in contact with the language. In the questionnaire, the 50% of the student's students said that they make use of the language sometimes. On the other hand, 6 of the students affirmed that they never speak in English during class. Another question related to the English level was related to their point of view regarding their English proficiency level. There were 12 students who feel that they don't have the appropriate level of English

while only two of them believe that they have the appropriate level according to their grade.
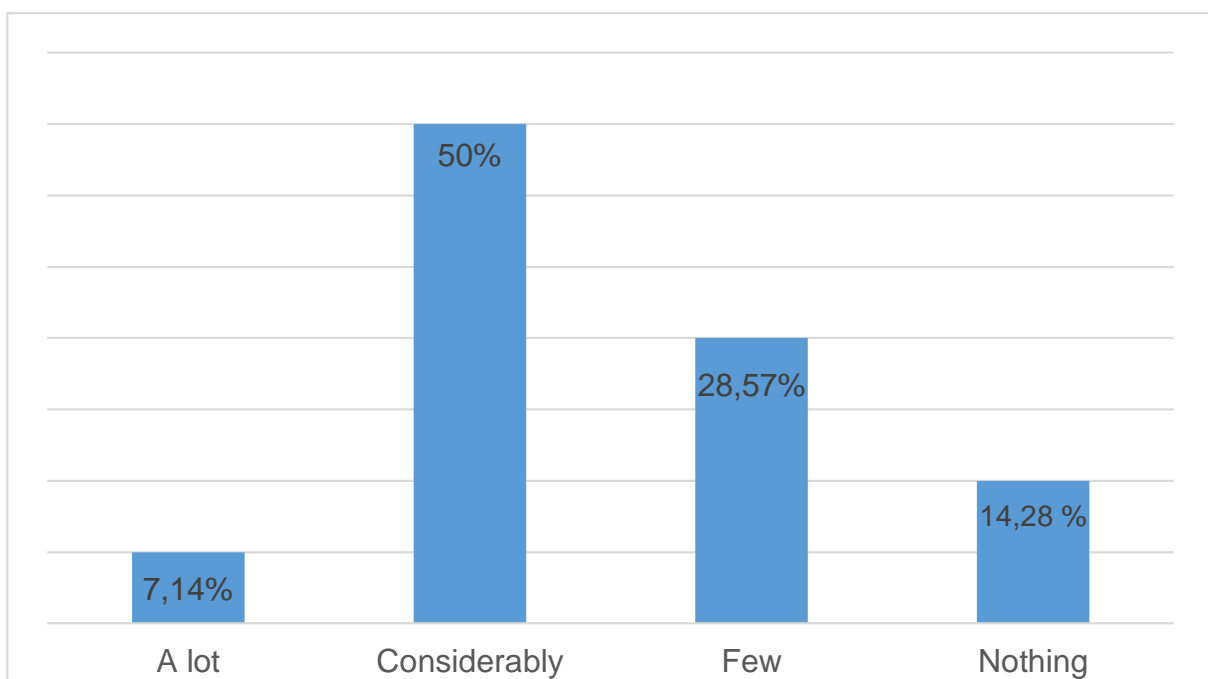

Figure 3. Comfortability to develop an activity in the English language. Results obtained from a questionnaire answered by the students.

The student who always feels comfortable when developing and activity wrote that knowledge and fun are the reasons to feel in that way. Also, the students who stated that they do not feel comfortable are those who find several difficulties to understand the language. They said that they do not have enough knowledge because they had never had English classes (3 of the 14 students). There were students who mentioned that a problem when developing a task is the lack of familiarization with the theme and adaptation. Another curious fact in this question is that the students wrote that they enjoy the activities no matter the difficulties. A reason for this may be that the classmates do not make fun of anyone and instead of this they motivate one another.

Interview

> **Universidad Latina**
> **Sede Ciudad Neily**
> **Carrera: Licenciatura en Enseñanza del inglés**
> **Observación a la Clase**
> **Colegio Nocturno Ciudad Neily**
> **Séptimo Nivel**
> **Profesor Colaborador:** Jonathan Chamorro
> **Investigadores:** Nicole Rojas y Kevin Cerdas Jiménez
> **Tema de investigación:** El Impacto de Utilizar Materiales Auténticos para la Mejora de la Competencia Comunicativa de los Estudiantes en clases de inglés como Idioma Extranjero
> **Fecha:** _____

Objective: The following interview collects information related to the use of authentic materials in class development. The information gathered will be used for academic purposes, which is confidential.

Instructions: To answer orally questions asked by researchers.

1. What would be your definition of authentic materials?

For me, authentic materials are those that are used in daily life such as magazines, newspapers, videos and, others.

2. How regularly do you use authentic materials in your class?

That will depend on the topic, but I use them sometimes. Students like it when one brings comics from real newspapers and videos, movie trailers, full movies, and extracts from magazine articles. I rely on the syllabus of the MEP.

3. Do you consider that you have the necessary equipment to be able to implement this type of material in the class?

Of course, I personally have a speaker with a Bluetooth connection, but the high school also has the necessary equipment.

4. What kind of activities do you usually use for development in your classes?

I show them flashcards so that they can describe what they see, they feel motivated to pronounce words through songs, to act dialogues with different roles depending on the topic being developed. Also, students contextualize vocabulary through images, and they make a relationship between the image and the concept, which is a great help to

them. In addition, they feel motivated and they understand in a better way what they have to do and how they should do it.

5. Do you think your students feel comfortable communicating in English? Why?

It depends, there are students who like to develop exhibitions or role-plays in groups. On the other hand, there are some students who feel afraid, but one tries to use words so that they feel comfortable and can fulfill the objective.

6. Do you consider that authentic materials are important for the improvement of the communicative competence of your students? Why?

Of course, they improve communicative competence because it shows a lot of illustrative information and they contain the real language of how everyday language is used naturally.

7. Do you think that students show a change in attitude when authentic materials are implemented, why?

They are a little bit accustomed to them, but I have usually noticed that they feel curious. When songs are used, they feel anxious to know what the lyrics say most if they are popular songs that one knows they like and are in fashion. They usually ask what a word means, and one tells them, although in the end, the important thing is to encourage pronunciation and communication.

Diagnostic Test

COLEGIO NOCTURNO CIUDAD NEILY   Group: 7-4

Diagnostic Test   Date: _____

Level: Seventh

Teachers: Nicole Rojas and Kevin Cerdas.

Student's full name: _____

A. Reading.

Instructions: Read the dialogue and select the option that best each statement. Write an "X" inside the parentheses which contains the correct answer.

Situation: Martha, Joseph's nurse and Ligia, a Garden' school secretary, are in the park. It is 9:00 am. Joseph, the doctor, is coming.

Martha: _____, Joseph. **1**	**Joseph:** I'm a _____. **3**
Joseph: _____. **2**	**Ligia:** Well Joseph, I have to go to _____now. **4**
Martha: Joseph, this is Ligia. **Joseph:** Glad to meet you! **Ligia:** Nice to meet you. **Joseph:** What do you do? **Ligia:** I'm a teacher but I work as a secretary now. What do you do Joseph?	**Joseph:** I got to go to the bank, first. _____ later. **5** **Girls:** _____, Joseph. **6**

1)
A. (   ) Good night
B. (   ) Good evening
C. (   ) Good morning
D. (   ) Good afternoon

2)
A. (   ) Hello
B. (   ) Hi, Ligia
C. (   ) That's O.K.
D) (   ) Nice meeting you

3)
A. (   ) nurse
B. (   ) doctor
C. (   ) teacher
D. (   ) secretary

4)
A) (   ) school
B) (   ) the park
C) (   ) the bank
D) (   ) the garden

5)
A. (   ) Thanks
B. (   ) See you
C. (   ) Good bye
D. (   ) Greetings

6)
A. (   ) Thank you
B. (   ) Oh! I'm sorry
C. (   ) She's Martha
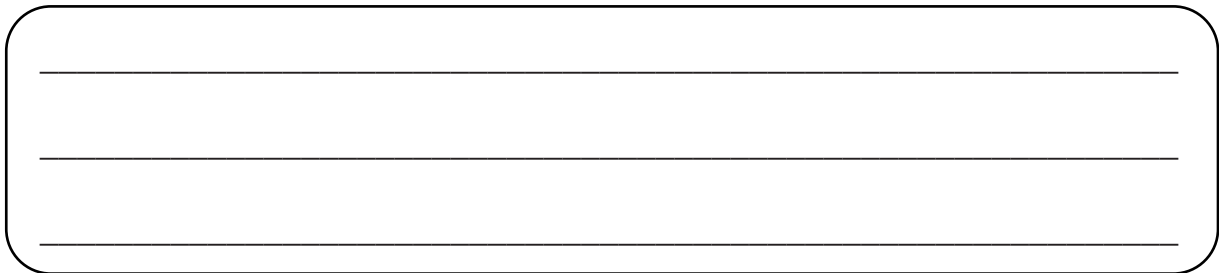D. (   ) Bye

B. Speaking Part: Role Play

Instructions: Get in pairs and develop a short dialogue according to the situation below.

Situation: A new classmate is coming to your classroom. You want to meet him/her, so you introduce yourself by mentioning your name, age, address, likes and dislikes etc.

C. Writing Part: Writing a Letter

Instructions: Write a 3-line-letter by following the situation below.

Situation: Sarah is a new friend that wants to know about you and your hobbies.

_____

_____

_____

3.5 Action Plan

The main goal of this action plan is to provide students with authentic materials that help them to develop their communicative skills. These type of activities in which the students make use of authentic materials help them to learn English in a more real-life environment that helps them to feel familiar with the situations presented making them feel more motivated to learn the language.

Universidad Latina

Sede Ciudad Neily

Teaching English Major

Action Plan

Colegio Nocturno Ciudad Neily

Seventh Graders

Collaborative Teacher: Jonathan Chamorro

Students-teachers: Nicole Rojas and Kevin Cerdas Jiménez

Activities Applied	Activities Description	Impact in Students
Watch the watches	The students watch a video about a celebrity showing his watch collection. The teachers ask students to choose two watches from the video and describe them (brand, color, material, price). Finally, the teachers ask students to share their thoughts and opinions regarding the video.	The purpose of this activity is to make students familiarized with the vocabulary and the pronunciation of the words through the use of an authentic material related to the topic under study.
Dear Secret Santa	The students imagine they play the game called secret Santa. From an envelope, the students take a paper with the name of a classmate. They use their cellphones to enter to an online fashion store in which they pick three items they would give to their classmates as a present, and they take screenshots of each item. Then, they write some descriptions about	The objective of the activity is to make use of authentic materials and technology to create a real-life situation in which the students make use of their communicative skill in order to be understood.

	each of the items they chose (fabric, shape, color). Finally, the students make a circle and they try to guess who their secret Santa is.	
Sell it!	The teachers hand out an article about fast fashion. The students read the article and take time to analyze it. Then, the students make groups of four people. The teachers provide the students with cardboards and markets in order to make a poster for an oral presentation. They teachers request students to create a sustainable fashion item that they have to name, describe, and explain why it is not a fast fashion item in front of the class.	The goal of this activity is to improve the student's reading comprehension and communicative oral skill to create new information.

3.5.2 Instruments Used to Assess the Intervention

The instruments used to assess the interventions were the observations, the questionnaire to the student, the interview to the teacher, and the diagnostic test administered to the students. The purpose of choosing these four instruments were to ensure a wide analysis where triangulation of the instruments, validity and reliability can be fulfilled satisfactory. The implementation of these instruments provided the researchers results that answer the objectives of the study. Even though limitations are inevitable, the use of more than two instruments helped the researchers to know the level of the students in terms of communicative competence and the implementation of authentic materials in the classroom. Also, the instruments used were important for the planning of the action plan and its application that will be explained in the next chapter.

CHAPTER IV

FINDINGS

4.1 Action Plan Analysis

4.1.1 Watch the Watches

Half of the students showed difficulty in understanding the vocabulary from the video. It was evidenced because the researchers asked them either general questions or specific questions; however, only 2 students participated in the answers.
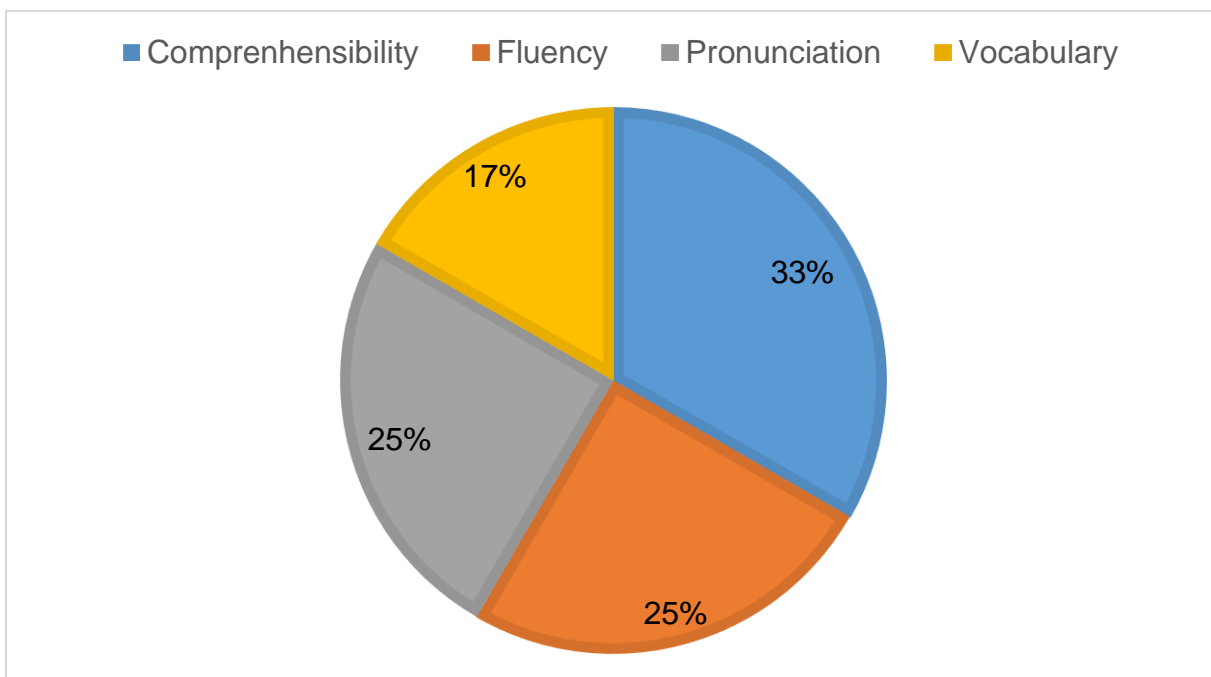

Figure 4. Students' oral skills during the activity "Watch the Watches".

The way in which the student's oral skills were assessed was using a holistic scale that evaluated comprehensibility, fluency, pronunciation, and vocabulary. For this, it was not possible to assess all the students, but at least, the researchers took a sample from 10 students. The students were evaluated independently by using an oral scale. In this case, the scale has a range from 1 to 5, where 1 means that the student did not approach the expectations and 5 that the student exceeds the expectations. The more percentage in the graph is, the higher the domain of the skill represents. The results showed that the most difficult aspect to domain was vocabulary. This happens due to the lack of vocabulary that the students used through their oral presentations. There are two factors that affected the appropriate use of vocabulary, one is the fact that the students are not familiar with the content that was developed. Also, the lack of understanding of the vocabulary from the video affected the suitable ejection of the oral skills.

4.1.2 Dear Secret Santa

In this activity, all the students participated with motivation. The students understood the activity because in the country it is a common activity that is made at Christmas. The students got involved in the whole activity; however, there were some difficulties in terms of the use of technology. 22 of the students could use the webpage appropriately, 6 of them had some difficulties and 3 of them could not use it without help. This might have happened because of the age of the students (Three students were adults between 30-50 years old). The authentic material was useful in terms of innovation and motivation to the students. The students showed interest and curiousness in using technology.
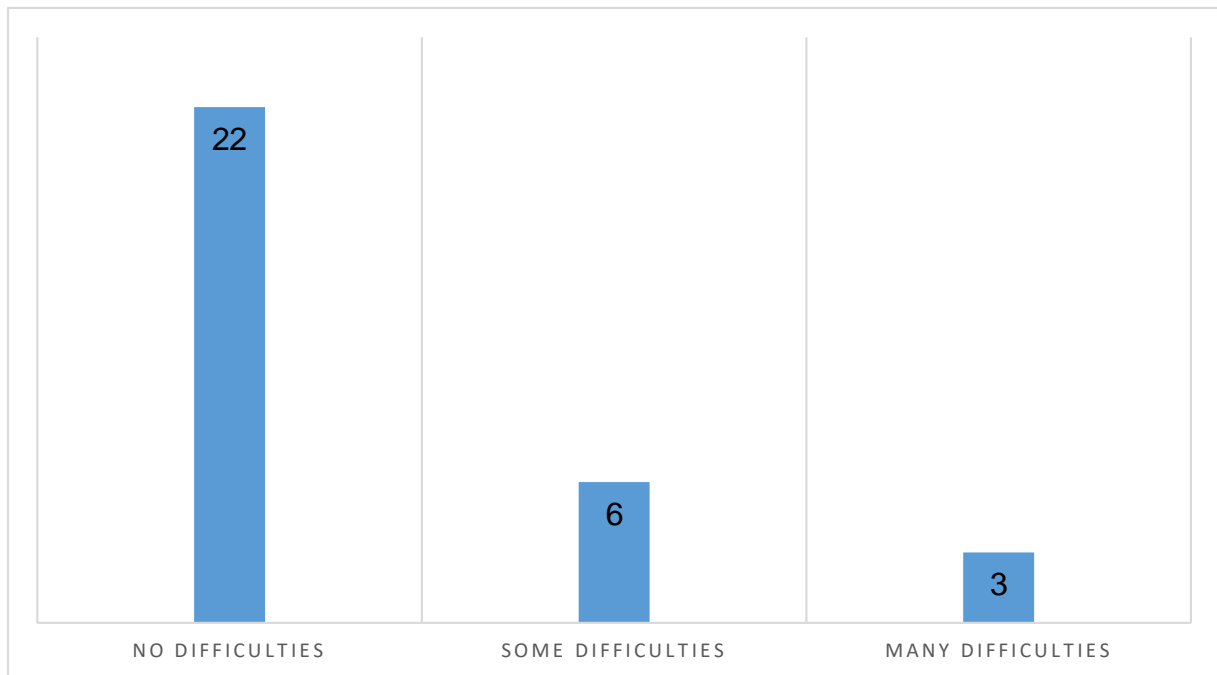

Figure 5. The students' understanding of use of technology during the activity "Dear Secret Santa".

After the students used their cellphones and took the screenshots, they used their speaking skills in the last part of the activity, which consisted of guessing their secret Santa (classmate). To analyze the communicative level, an oral scale where comprehensibility, fluency, pronunciation, and vocabulary was taken into account. The use of vocabulary increased while the comprehensibility kept the same as the previous activity "Watch the Watches", while pronunciation decreased.
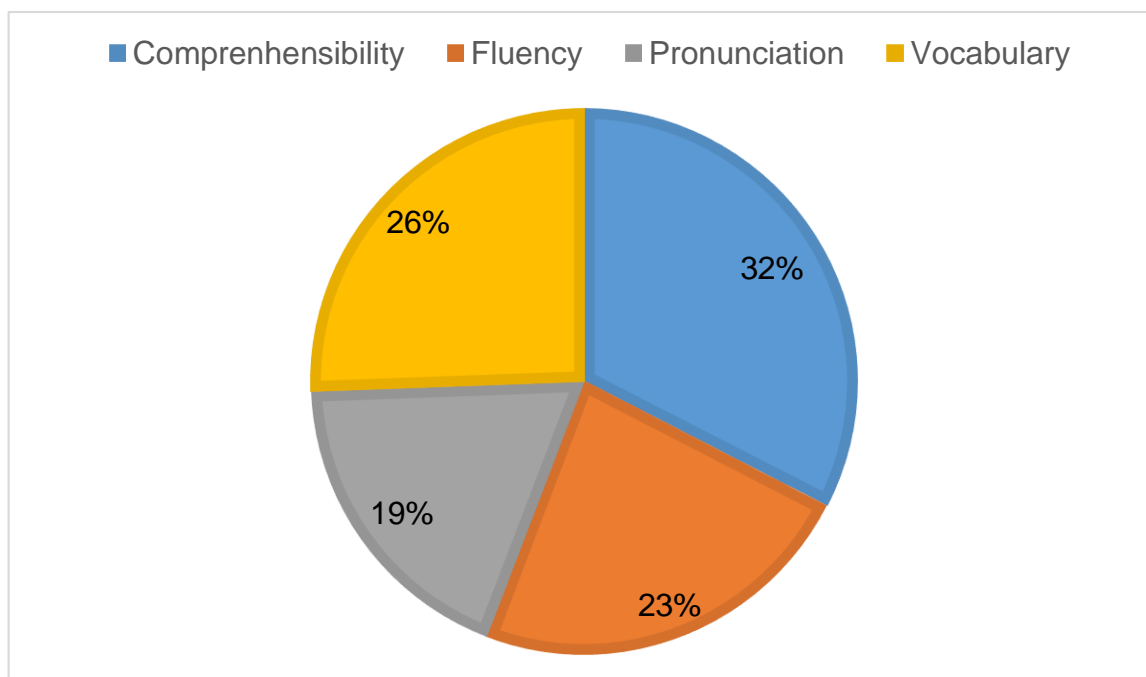

Figure 6. Students' oral skills during the activity "Dear Secret Santa".

4.1.3 Sell it

In this activity, it was reflected that students understand better by reading than by listening. The input from the reading allowed the students to analyze more detailed and they could learn more vocabulary to put it into practice. In terms of motivation, this activity was not dynamic at all. In the beginning when students only read, they were not actually using their communicative competence. Nonetheless, when the students presented orally, they could remember some details. Something interesting was that some students only memorized words and phrases, and this does not guarantee that they used their communicative skills in a natural way. Even though this activity is authentic because it was taken from a webpage with no educational purposes, the activity was similar to what students were accustomed to when they practice with photocopies from books. In the graph below, it is shown the results of the students' oral

skills while the presentation in the last activity. The results were analyzed individually to obtain a general percentage. There was a notorious advance in terms of vocabulary and comprehensibility; however, the fluency and the vocabulary had the same results compared to the activity "Dear Secret Santa".
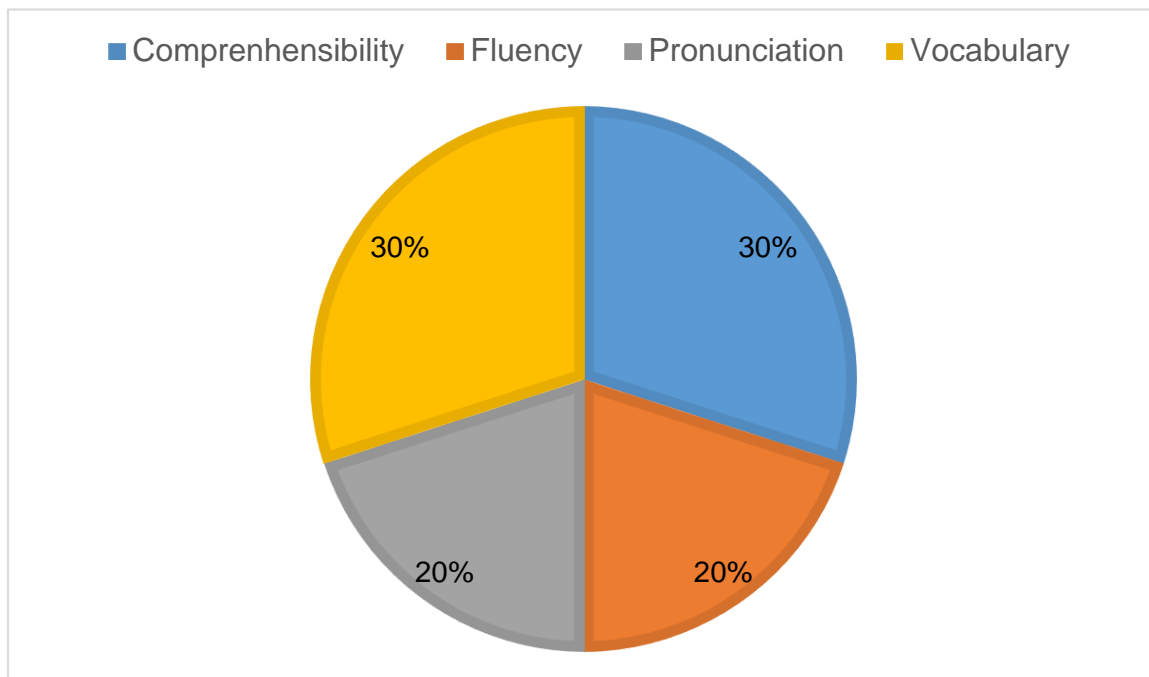

Figure 7. Students' oral skills during the activity "Sell it".

Communicative Competence Analysis

In order to analyze the results of the use of communicative competence skills through the use of authentic materials developed in the action plan, the researchers used a communicative competence scale made by Wiemann in 1977 (see annexes). The scale was adapted because there were not too many factors to analyze as the original scale does. The next graph represents the frequency in which students could develop their communicative competence satisfactory during the three activities.
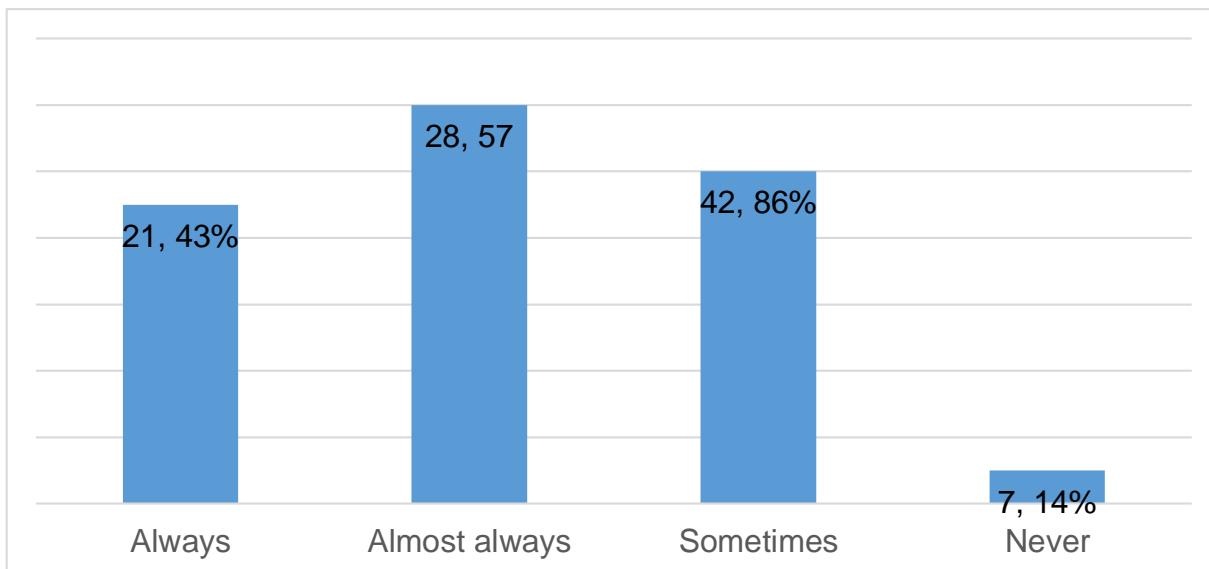
Figure 8. Frequency of the students use of communicative competence skills according to Wiemann CCS".

Finally, to analyze the students' speaking level after the development of the activities, the three oral skills scales used in the three activities were weight with the purpose of obtain a unique result. There were only 2 students that could not approach expectations and 9 of them exceeded expectations. However, most of the students meet expectations, which means that the results were regularly good.
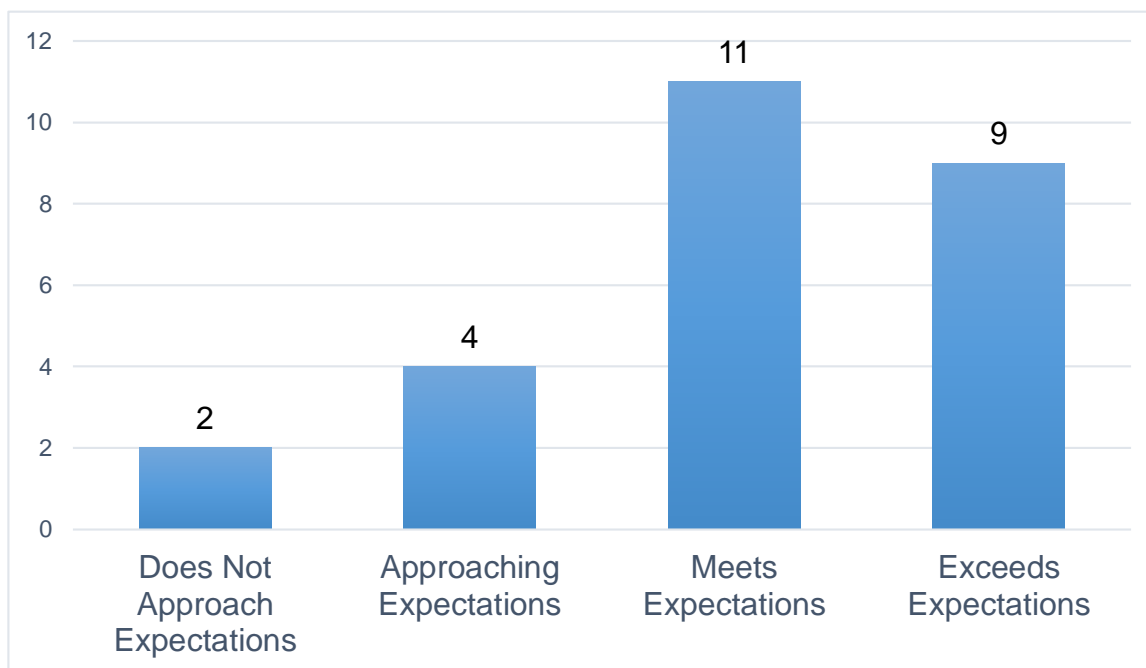

Figure 9. Students' oral skills analysis after concluding the three activities.

4.2 Restatement of questions and discussion of results

- How do the students' communicative skill level is at the beginning of the research?

   The researchers applied a diagnostic test before using the action plan. This resource helped the students to know how developed the students' communicative communication was. In this test, reading, listening, speaking and writing skills were evaluated. The results demonstrated that the students had an intermediate level of reading and writing skills according to their academic level. However, it was noticed through the application of a practice of a role play that most of the students had difficulties to communicate their ideas in English and some of them also had trouble understanding their classmates. It was impossible for them to follow a spontaneous conversation. It was noticeable that the main reason was the lack of vocabulary they had; as a consequence, this made students to feel insecure and stressed.

- How do the students behave while using authentic material based on their interests?

   In order to make an interesting action plan for the students, different instruments such as a questionnaire, interview, and observation were applied. The three activities applied were created thinking not only to improve the students' communicative competence but also to be interesting for them. The researchers tried to create the lessons in an interactive way in which students had the opportunity to share their own opinions regarding the subject studied. Although it was tried to take into account the preferences of most of the students, it was noted that not everyone was excited to participate in all activities; It is concluded that the main reason is the insecurity that some of the students felt because they were ashamed to speak and make mistakes with grammar and pronunciation or not knowing enough vocabulary to express their ideas. It was recognized that during the activity called *Dear Secret Santa* the students felt very interested in developing the practice. It is concluded that there may be two factors that made this activity the most appealing in the action plan. Firstly, the students made use of the authentic material through the utilization of their cellphone. Then, this is a well-known activity that is develop in many families and work places during Christmas, which means that the students felt acquainted with this tradition and most of them have a positive thinking about it. In conclusion, the behavior of the students

was changing during the activities, as in one they showed a higher level of interest than in the other two. They expressed greater interest in the practices that had some kind of relationship with their daily lives.

- How do the students' communicative skills improve when using authentic resources?

With the aim of recognizing the communicative competence of the students improved after implementing the action plan a last diagnostic test was applied; this test had a format that was similar to the diagnostic test applied at the beginning of the research, and the same skills were evaluated. In the final analysis, it is concluded that aspects such as interest and confidence were higher during the lessons in which authentic resources were applied which push students to feel more secure to use their communicative skills. However, it cannot be demonstrated that the lack of vocabulary of the students improved during the study, and it is inferred that this was one of the main reasons the students were not able show a considerable improvement. Nonetheless, it is hypothesized that if these types of authentic materials had been developed for a greater number of lessons, the communicative competence of the students would have improved further, since the authentic materials have a lot of vocabulary that would have helped them improve their skills; However, vocabulary acquisition is a process that needs more time.

CHAPTER V

REFLECTIONS

5.1 Reflections

Developing this research was an enriching academic experience because it allowed researchers to test the hypothesis proposed at the beginning. Despite having worked with the students to develop all the activities in the action plan, there was not a great improvement in the communicative competence of the students. However, it is important to mention that being able to evaluate different components can be a bit tedious and the evaluations may become subjective; therefore, these results may have a great variety depending on the evaluators. On the other hand, it is considered that one of the factors that has impacted the result of this investigation is the short time in which it should be carried out. To future studies regarding the implementation of authentic materials to improve students' communicative competence, it is recommended that these types of materials be implemented in the classroom for a longer time than this study.

5.2 Plan for future action

After having implemented the activities stipulated in the action plan, it was verified that one of the aspects that can be improved in the research is one of the practices developed. One of the aspects that should be taken into account is always to try developing activities based on real-life situations that the students can associate with positive experiences. Due to a major change in the motivation of students when participating in the activities *Dear secret Santa* and *sell it* was perceived because the first one was an activity that reminded them of an important date such as Christmas while in the second their motivation was affected because it was about reading and article and showing a presentation, which is an activity they related more to their academic life. Although authentic materials are an excellent tool for language learning, it should be taken into account for a future study that communicative competence is a very broad topic that embarks much more than grammatical and cultural aspects; therefore, only using authentic materials to improve communicative skills may not always be the best option. Emphasizing only one type of material can be an unrealistic option for a classroom environment. In the same way, in the case of the MEP, in which teachers must teach the language applying the topics stipulated in the syllabus, the type of materials used should be varied since there are certain topics that are not so suitable to develop only through the implementation of authentic materials.

CHAPTER VI

CONCLUSIONS

The aim of this investigation was to develop students' communicative competence through the use of authentic resources in EFL classes. After applying the diagnosis, the instruments, the action plan and analyzing the data, some punctual conclusions could be obtained. According to the observations and the diagnostic test, the level of the students in terms of communicative competence was not high; however, most of the students had a medium level according to the grade they were. The reasons why they did not reach an appropriate level were due to the need for vocabulary and confidence. In the case of the teacher, he mentioned that he had already applied authentic resources in order to motivate students. Nevertheless, during the observations, no authentic activities were developed.

Even though almost all the authentic material used during the activities motivated and encouraged the students to develop their communicative skills, there were two activities that were not as motivational as the researchers thought. First, the online activity was difficult for the students because some of them were not familiar with the use of technology. That means that not all authentic materials can disappear the students' lack of motivation or even fear. Second, in the activity "sell it" that consisted of reading an article, the students did not change their attitude in terms of motivation. This happened because the authentic material and the activity were not very different from what they do during class with their teacher, however, the activity was easier to develop. Fortunately, other communicative skills were improved while the students developed the activities. The use of vocabulary related to the topic and fluency were the two components of communicative competence that were highly better. Because of these two improvements, teamwork and cooperativity were put into practice. About the comprehensibility, there were no obstacles due to the content of the activities; only the online activity confusing for some students because of the steps that they had to follow. It was true that authentic materials focused on real-life situations can improve the students' communicative competence; however, the kind of activity is the key in order to succeed in linguistic skills. After the students completed the final test, that evaluated the results of the communicative competence after applying the action plan, most of the students could improve their skills in general terms. There was

no such a huge difference in the level of proficiency, but the results were better than the diagnostic test.

CHAPTER VII

RECOMMENDATIONS

7.1 Recommendations for students

Researchers recommend students to express to the teacher their likes and dislikes for him to be aware of their preferences, so that they may have a greater interest while learning the language. On the other hand, it is essential to remember that learning a new language requires time and effort not only by the teacher but also by the student; for this reason, it is important that students take some of their free time to learn new vocabulary to take more advantage of the materials provided by the teacher.

7.2 Recommendations for institutions

It is suggested to the high school where this research was carried out that they try to create workshops to encourage teachers to stop using only photocopies or the whiteboard to develop their classes and try to implement more authentic materials and different activities that allow a greater benefit from the English lessons. Institutions should try to create workshops from time to time to help teachers continually update their methodologies.

7.3 Recommendations for teachers

In the same way teachers should devote time to updating their knowledge and creating new activities in which they use different materials. Likewise, it is recommended to take into account learners' preferences at the moment of designing the different tasks. On the other hand, it is also necessary to provide to the teachers that will become researchers on similar topics with some recommendations based on the experience of the researchers of the present investigation. It is recommended to consider enough time for the administration of the instruments and the implementation of the lessons to analyze and verify that the information gathered is pertinent.

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       Afterwards: A Proposal Based on Communicative Language Teaching

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Annexes

Wiemann Communicative Scale

_____ 1. S finds it easy to get along with others.
_____ 2. S can adapt to changing situations.
_____ 3. S treats people as individuals.
_____ 4. S interrupts others too much.
_____ 5. S is "rewarding" to talk to.
_____ 6. S can deal with others effectively.
_____ 7. S is a good listener.
_____ 8. S's personal relations are cold and distant.
_____ 9. S is easy to talk to.
_____ 10. S won't argue with someone just to prove he/she is right.
_____ 11. S's conversation behavior is not "smooth."
_____ 12. S ignores other people's feelings.
_____ 13. S generally knows how others feel.
_____ 14. S lets others know he/she understands them.
_____ 15. S understands other people.
_____ 16. S is relaxed and comfortable when speaking.
_____ 17. S listens to what people say to him/her.
_____ 18. S likes to be close and personal with people.
_____ 19. S generally knows what type of behavior is appropriate in any given situation.
_____ 20. S usually does not make unusual demands on his/her friends.
_____ 21. S is an effective conversationalist.
_____ 22. S is supportive of others.
_____ 23. S does not mind meeting strangers.
_____ 24. S can easily put himself/herself in another person's shoes.
_____ 25. S pays attention to the conversation.
_____ 26. S is generally relaxed when conversing with a new acquaintance.
_____ 27. S is interested in what others have to say.
_____ 28. S doesn't follow the conversation very well.
_____ 29. S enjoys social gatherings where he/she can meet new people.
_____ 30. S is a likeable person.
_____ 31. S is flexible.
_____ 32. S is not afraid to speak with people in authority.
_____ 33. People can go to S with their problems.
_____ 34. S generally says the right thing at the right time.
_____ 35. S likes to use his/her voice and body expressively.
_____ 36. S is sensitive to others' needs of the moment.